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ABSTRACT

Fifteen tables present data on Texas Title I programs. Information provided includes basic statistics for 1965-75, Title I programs for 1974-75, participants in ESEA Title I funded programs by grade level, expenditures and participation in instructional activities, noninstructional support services, personnel salaried through Title I, statistical data regarding Title I district sample, reading and mathematics achievement data, participation of pupils in nonpublic schools in Title I funded activities, personnel in nonpublic schools salaried through Title I, expenditure of funds, participation in summer activities, expenditure of funds for summer programs, and a summary of Title I funds expended in 1974-75. Reading is noted as continuing to receive the most attention. All grade levels are reported to show a gain from pretest to posttest in reading achievement with more than 50 percent of the pupils gaining 1.0 or more months of instruction. The tenth year of programs for educationally disadvantaged children funded under Title I is said to have seen a continued decrease in the number of children served in the programs. Attempts are reported to have been made to focus programs on those pupils with the greatest educational disadvantagement. Of the 9,328 teachers and aides providing instruction in direct contact with pupils, only slightly more than half are reported to have received special preparation for working with the disadvantaged. (Author/AM)

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Annual Report of Programs for the Disadvantaged in Texas ESEA, Title I 1974-75

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November, 1975

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COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin;

(6) non-discriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there be a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

FOREWORD

The State of Texas spent almost 74 million dollars in federal funds to supplement the education of approximately 313,400 educationally disadvantaged students with the greatest needs on ESEA, Title I eligible campuses in 1,013 local school districts during FY 1975. Approximately 70 percent of this money was expended for instructional personnel having direct contact with students.

Reading continues to receive the most attention with 81 percent of the districts providing supplementary reading instruction to more than 70 percent of the total Title I participants. All grade levels showed a gain from pretest to posttest in reading achievement with more than 50 percent of the pupils gaining 1.0 or more months of instruction. The mean gain for reading between the pretest and posttest was .69 grade equivalent. The per pupil cost of this achievement gain was $156 in Title 1 funds. Some districts expended local funds in a supplementary fashion on disadvantaged students.

Of the 9,328 teachers and aides providing instruction in direct contact with the pupils, only slightly more than one half received special preparation for working with the disadvantaged.

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INTRODUCTION

Regulations

The Regulations for Title I of the Elementary and Secondary Education Act* of 1965, PL 89-10, require the following as indicated in Section 116.22:

> There must be at least an annual evaluation of the program, including appropriate objective measurements of educational achievement and the comparing, at least annually, of the educational achievement of participating children with some objective standard or norm. The type of measurement used by a local educational agency should give particular regard to the requirement that the State educational agency report to the U. S. Commissioner of Education on the effectiveness of the programs in that State in improving the educational achievement of participating children.

The local school districts within the State of Texas that operated programs funded through Title I submitted the required evaluation report to the Texas Education Agency. These reports collected evaluative data from each district on each of the components which were developed and approved for funding in the 1974-75 Consolidated Application for State and Federal Assistance (CASFA). However, because of the nature of the Title I funded program, both in design and number of districts (more than 1,000), information about the effectiveness of programs and a description of the local self-evaluation was obtained through a sampling of districts (See Table 7).

Goals and Assumptions

The Texas Education Agency perceives the goal of the programs funded under Title I to be the provision of instruction to those pupils with the greatest incidence of educational need. Services are provided to those pupils in the instructional program as needed in order that they may be assured of the opportunity to progress in school. Two basic assumptions proceed from this goal. First, both pupil services and

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*Within the context of this report, Title I of the Elementary and Secondary Education Act is referred to as Title I.

instruction will be provided to some number of pupils in some number of districts, and second, these services and instruction will ensure that these pupils make progress in school. The implication which can be made from these assumptions is that pupil progress will be of sufficient quantity that these children will remain in school until graduation.

Purposes

As stated earlier, an annual statewide evaluation of Title I must be conducted by the State and the results reported to the U. S. Commissioner of Education. Among the other purposes of the evaluation process are the following:

- To provide the local school districts with some indicators of program quality which the districts might use for decision-making while, at the same time, meeting the need for State information.

- To provide personnel in the appropriate divisions of the Texas Education Agency with information to assist in program planning and approval for the succeeding year.

- To provide a discussion of attempts to eliminate the barriers to normal academic progress so that children are able to remain with their peer groups as they progress toward graduation or the completion of an educational program which will provide them an adequate background to meet the challenges of the competitive world.

- To provide information about how resources have been utilized for the benefit of disadvantaged children in Texas schools during the 1974-75 school year.

Program

The tenth year of programs for educationally disadvantaged children funded under Title I has seen a continued decrease in the number of children served by these programs. Since the inception of the legislation providing this funding, an attempt has been made to focus programs on those pupils with the greatest educational disadvantagement. Identification of the extent to which each of the major objectives of each program was achieved was deemed necessary to ensure that program efforts were directed toward the highest priority needs of the students.

Information reported on the following pages for the programs operated during the year was obtained from the completed Annual Evaluation Report of Programs Funded Through ESEA, Title I Regular.

Table 1 provides a historical overview of the number of districts providing programs through the use of Title I funds and the number of pupils who participated in these programs from 1965 to the present. The number of pupils who were served by these programs decreased by approximately 24.5 percent from FY 1966 to FY 1975.

Table 2 lists the areas in which instructional components were provided during the 1974-75 school year, the number and percent of districts providing the component, and the number of children participating in the component. An individual district may operate instructional programs in several subject areas and an individual child may be in more than one of the programs, therefore Table 2 reflects a duplicated number of districts providing components and a duplicated number of children participating in these components.

TABLE 1

BASIC STATE STATISTICS, 1965-1975

	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75
Number of School Districts in State	1,330	1,303	1,273	1,242	1,227	1,187	1,161	1,149	1,144	1,135
Number of School Districts with Title I Funded Projects	1,133	1,155	1,157	1,107	1,091	1,061	1,045	1,025	1,011	1,013
Percent of Total School Districts Having Projects Funded From Title I	85.1%	88.6%	90.8%	89.1%	88.9%	89.4%	90.0%	89.1%	88.4%	89.2%
Number of Regular Projects	611	716	750	749	763	849	762	750	751	779
Number of Cooperative Projects	151	124	115	100	91	84	80	80	69	62
Number of Schools in Cooperative Projects	474	439	407	358	328	296	283	275	260	234
Total State Enrollment of Public Schools (in thousands)	2,493	2,554	2,616	2,682	2,728	2,804	2,822	2,833	2,782	2,785
Total Direct Participants in Title I Funded Projects in Public Schools	415,011	421,211	438,704	598,080	467,858	421,277	429,257	392,317	368,646	313,400
Percent of State Enrollment Directly Participating	16.6%	16.5%	16.8%	22.3%	19.3%	15.0%	15.2%	13.8%	13.3%	11.3%

TABLE 2

Title I Programs, 1974-75

Instructional Component	Districts Providing Component		Number of Children Participating
	Number	Percent	
Reading	823	81%	220,913
Math	234	23	66,512
Language Arts	113	11	42,046
Communications/ Oral Language	61	6	17,173
Bilingual Education	17	2	18,685
All Subject Areas	214	21	38,154
Preschool	81	8	14,129
Science	7	0.7	2,621
Art	7	0.7	310
Music	4	0.4	331
Social Studies	8	0.8	2,956
Physical Education	1	0.09	230
Special Education	3	0.3	533
Library Services	68	7	37,564
Media Services	6	0.6	20,145
Total (Unduplicated)	1,013		313,400

PARTICIPATION

Table 3 presents data regarding the grade levels and ethnicity of children who particpated in Title I funded programs during the 1974-75 regular school term. These data indicate that the concentration of programs for educationally disadvantaged is at the elementary level. Approximately 10 percent of the total participants were preschool children and 74 percent were in grades 1-6. The emphasis upon early treatment of educational deficiences has caused a restructuring of these programs since the beginning of Title I in 1965.

The ethnic distribution of the children served in these programs is as follows:

Spanish-surnamed	45.6 percent
Black	29.8
All other ethnicities	24.6

These percentages remain approximately the same as in past years; however a slight increase in the percent of "other" participants and a slight decrease in the Spanish-surnamed participants was evidenced. Total participation in Title I programs decreased by approximately 55,000 children from the 1973-74 programs or a decrease of 15 percent. This seems to indicate an intensification of treatment upon those children with the most serious educational deficiencies. An increase of approximately 13 percent over the Title I funds expended in 1973-74 resulted in a per pupil cost of approximately $212 during 1974-75.

According to the data reported by the local districts, 96.7 percent of all the children receiving any benefits from Title I funds participated in Title I funded instructional programs. Additionally, 219,683 children, or 70.1 percent of the participants, received pupil services such as health, guidance and counseling, and social services.

TABLE 3

PARTICIPATION IN TITLE I FUNDED PROGRAMS

Grade Level	Ethnic Background			Total	Percent of Grand Total
	Spanish Surnamed	Black	All Others		
Pre K	2,699	1,749	375	4,823	1.5
K	15,464	7,542	4,725	27,731	8.8
1	17,220	10,612	7,191	35,023	11.2
2	18,411	12,507	9,926	40,844	13.0
3	18,155	12,880	10,328	41,363	13.2
4	18,273	12,881	10,544	41,698	13.4
5	17,233	12,448	9,785	39,466	12.6
6	12,759	10,082	8,022	30,863	9.8
7	7,841	4,827	5,948	18,616	5.9
8	6,551	3,279	4,561	14,391	4.6
9	2,286	1,546	1,700	5,532	1.8
10	1,508	1,174	1,040	3,722	1.2
11	754	491	607	1,852	.6
12	688	362	358	1,408	.4
Ungraded Elementary	2,443	361	1,022	3,826	1.2
Ungraded Secondary	328	129	363	820	.3
Special Education	358	588	476	1,422	.5
TOTAL	142,971	93,458	76,971	313,400	100.0

INSTRUCTIONAL ACTIVITIES

Title I funds are intended to provide instruction and service over and above that already provided by the local district. The primary objective toward which Title I funds are directed is to alleviate educational problems of the most disadvantaged students. Use of funds to accomplish other objectives is incidental to the purpose of increasing educational gains. Therefore, all pupils participating in Title I programs should be involved in at least one instructional activity. However, the data collected indicate that 3.3 percent (10,223) of the children were not served in an instructional program but received special services. These services are provided to educationally, economically deprived and handicapped children attending eligible Title I schools and showing specific need.

Figure A illustrates the percent of districts providing instruction to Title I pupils in certain instructional areas.

Table 4 provides information on the expenditures and participation in instructional activities funded through Title I, including non-Title I funds expended for these supplementary activities. Reading programs had the greatest number of participants with over 70 percent of the Title I children receiving instruction in this area. The greatest amount of funds was also expended for reading programs. The per pupil costs from Title I funds ranged from $10.34 for media service to $220.72 for kindergarten and prekindergarten programs, with the average per pupil expenditure for all instructional acitivites being $187.18.

It should be noted that all prekindergarten and kindergarten children involved in instructional activities are not shown under the "preschool" component. Many districts reported children at these levels as participants in the language arts, oral language/language development, bilingual, and all subject areas components rather than a separate preschool component. Instructional support components include activities such as field trips, tutoring program, instructional supervisors, and in some instances, teacher aides.

Figure B reflects the expenditure of funds directly attributable to both instructional and noninstructional services to pupils. These direct expenditures were salaries, equipment, materials, supplies, staff development, and some other operating expenses.

FIGURE A
PERCENT OF DISTRICTS PROVIDING INSTRUCTIONAL COMPONENTS

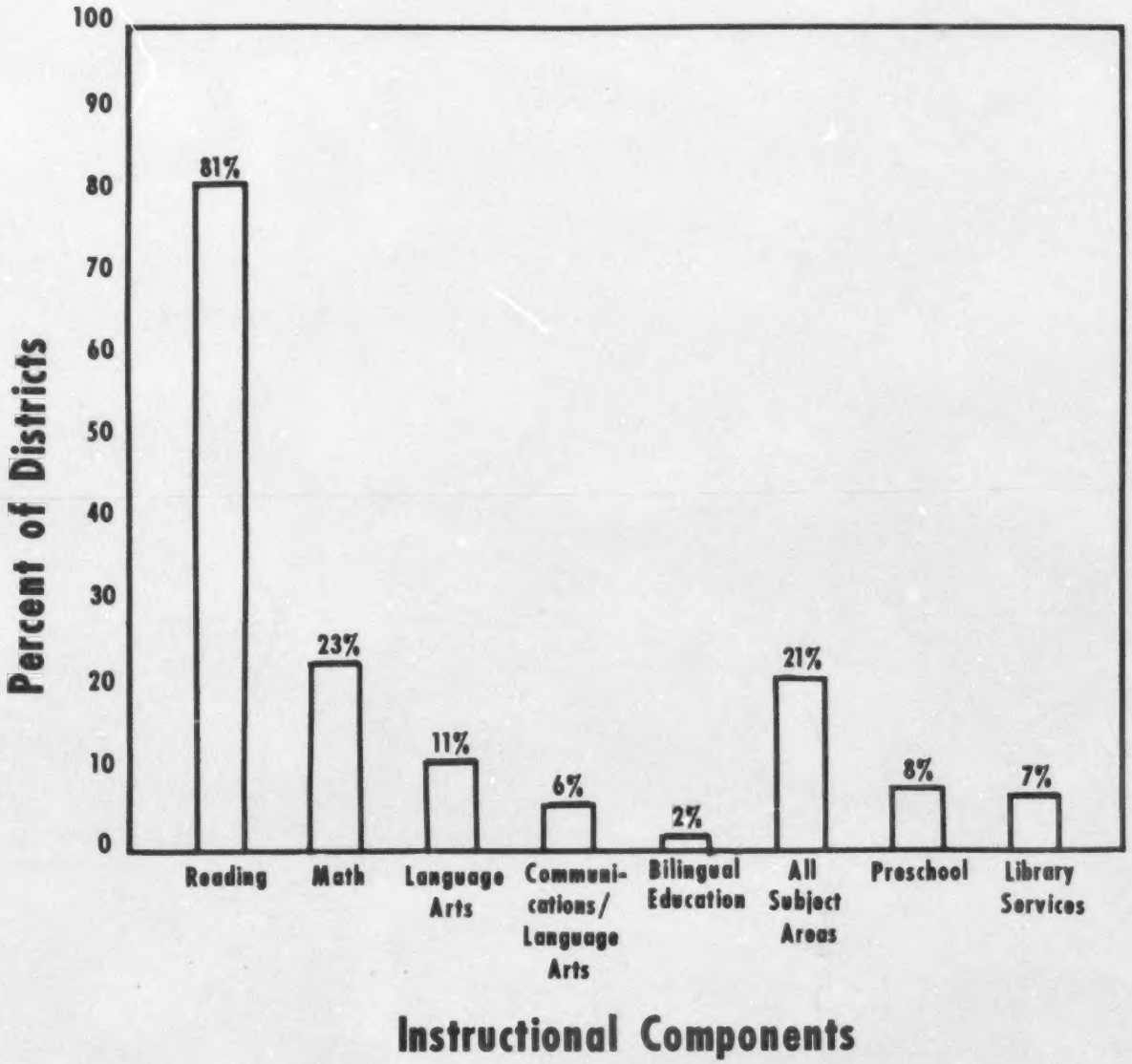
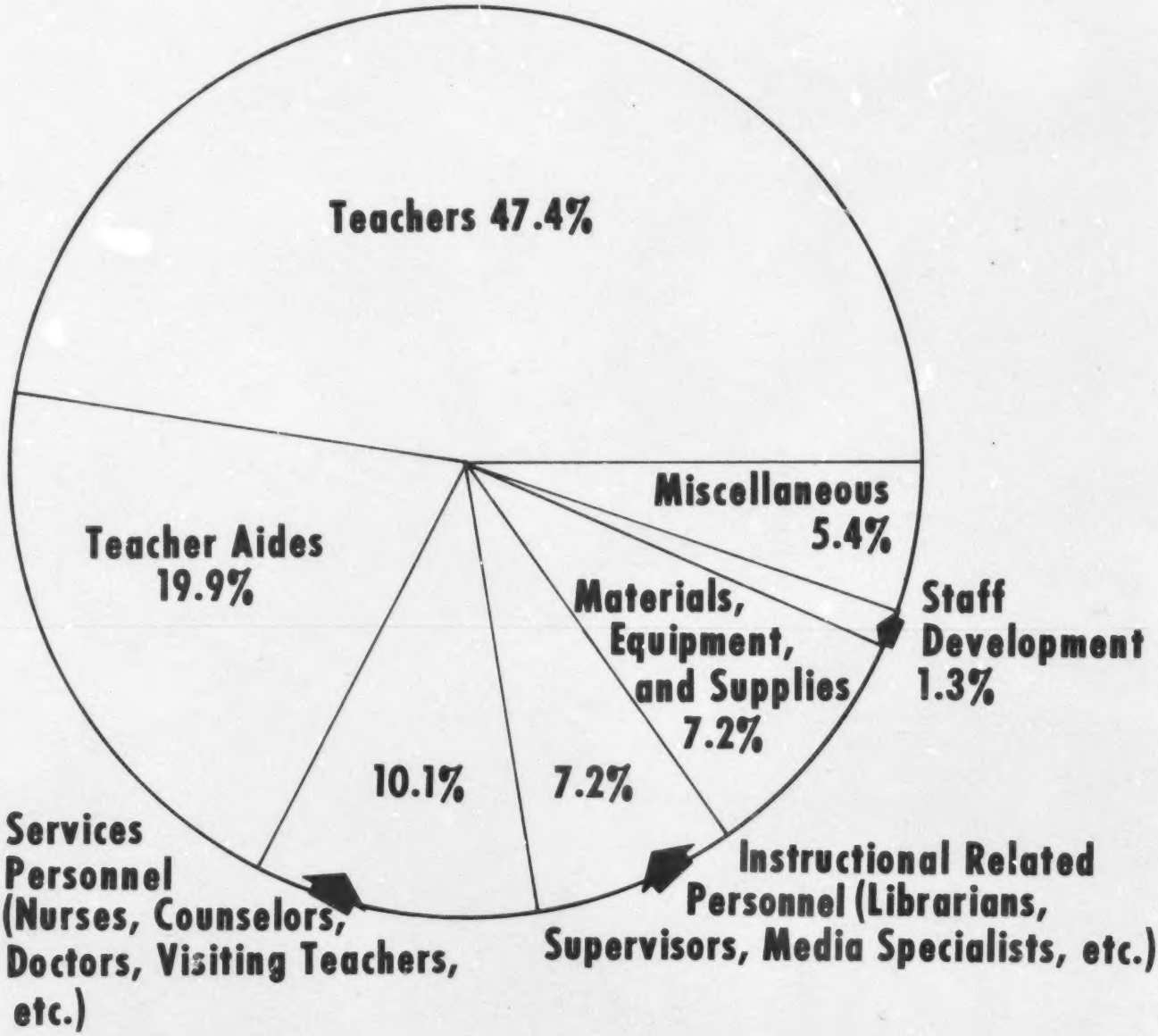


FIGURE B

DIRECT COST OF PROVIDING INSTRUCTIONAL AND NONINSTRUCTIONAL SERVICES TO PUPILS



The categories above reflect only those expenditures directly attributable to particular instructional, instructional support, and noninstructional support, components.

TABLE 4

EXPENDITURES AND PARTICIPATION IN INSTRUCTIONAL ACTIVITIES FUNDED THROUGH TITLE I

Instructional Activity	Number of Participants	Percent of Total Title I Participants	Title I Funds Expended	Other Funds Expended	Total Funds Expended	Title I Funds Expended Per Participant
Reading	220,913	70.5	$34,555,007	$4,380,188	$38,935,195	$156.42
Mathematics	66,512	21.2	5,015,691	1,626,385	6,642,076	75.41
Language Arts	42,046	13.4	4,373,976	1,810,201	6,184,177	104.03
Oral Language/ Language Development	17,173	5.5	2,135,175	1,167,326	3,302,501	124.33
Bilingual	18,685	6.0	1,156,858	1,089,884	2,246,742	61.91
All Basic Subject Areas	38,154	12.2	3,340,765	818,912	4,159,677	87.56
Preschool	14,129	4.5	3,118,617	1,230,862	4,349,479	220.72
Science	2,621	0.8	124,226	9,235	133,461	47.40
Art	310	0.1	16,588	31,500	48,088	53.51
Music	331	0.1	12,721	—	12,721	38.43
Social Studies	2,956	0.9	205,552	1,693	207,245	69.54
Physical Education	230	0.1	10,800	—	10,800	46,96
Special Education	533	0.2	100,732	75,450	176,182	188.99
Library Service	37,564	12.0	903,918	121,890	1,025,808	24.06
Media Service	20,145	6.4	208,321	192,093	400,414	10.34
Instructional Support	62,896	20.1	1,469,028	495,490	1,964,518	23.36

NONINSTRUCTIONAL SUPPORT SERVICES

In the 1974-75 CASFA, school districts developed program components to meet priority needs which had been identified during the needs assessment process. Objectives were written and criteria to determine the attainment of these objectives were established. Some of these priority needs were in the areas of noninstructional supportive services.

All children participating in instructional programs funded through Title I are eligible to receive noninstructional supportive services provided through Title I funds. Approximately 70 percent of all the participants received these supportive services.

These services are provided to enhance the possibility of children meeting with success in the academic program. Health services continue, as in past years, to be the service most often provided to children. The average cost of this service from Title I funds was approximately $10 per child. However, examination of individual district reports indicates that this figure varies quite extensively. In the urban school districts of Texas, the average per pupil expenditure was $5.50.

The average per pupil expenditure for guidance and counseling, which in many districts included testing of children, was $30. In the urban districts, the average cost was $44 per pupil.

The provision of attendance and social services, which includes the services of visiting teachers, cost an average of $19 per child.

Table 5 shows expenditures for noninstructional support services by type of service.

TABLE 5

NONINSTRUCTIONAL SUPPORT SERVICES

Type of Service	Participants in Title I Funded Programs Receiving Services		Cost of Providing Services to Participants in Title I Funded Programs	
	Number	Percent	Title I Funds	Other Funds
Health	207,741	66.3	$2,125,576	$356,391
Food*	741	.2	6,883	6,431
Guidance and Counseling	57,569	18.4	1,738,989	164,729
Attendance/ Social Services	19,659	6.3	380,294	52,903
Clothing	13,046	4.2	320,504	5,118
Noninstructional Support **	30,510	9.7	416,239	767,131

* Children receiving lunches or breakfast through the National School Lunch Program and the Special Milk Program are not reported.

** This category includes all children and expenditures which districts did not specifically define.

PERSONNEL

During the 1974-75 school year, 11,065 persons were salaried in whole or in part through Title I. However, there were many more personnel funded through state and local funds who were involved in delivering supplementary services to educationally disadvantaged children.

Table 6 shows the involvement of Title I professional personnel in staff development activities. A majority of these staff members participated in activities specially designed to prepare them for working with educationally disadvantaged children. It appears from the data in Table 6 and information collected in previous years, that staff development intended for improving skills for working with disadvantaged children, was concentrated upon support personnel, such as counselors, librarians, social services personnel, and nurses. Direct instructional personnel have in past years been the major recipients of these developmental activities.

TABLE 6

PERSONNEL SALARIED THROUGH TITLE I

Personnel Position	Number of Personnel	Personnel Involved in General Staff Development Activities		Personnel Who Received Special Preparation for Working with the Disadvantaged	
		Number	Percent	Number	Percent
Administrators and Supervisors	239	227	95.0	171	71.5
Elementary Teachers	4,308	2,437	56.6	1,922	44.6
Secondary Teachers	421	394	93.6	294	69.8
Multilevel Teachers	153	116	75.8	87	56.9
Elementary Aides	3,992	3,051	76.4	2,273	56.9
Secondary Aides	299	246	82.3	176	58.9
Multilevel Aides	155	143	92.3	96	61.9
Librarians	54	53	98.1	31	57.4
Library Aides	159	151	95.0	83	52.2
Clerical Assistants	158	71	44.9	18	11.4
Social Services Personnel	166	153	92.2	134	80.7
Guidance Counselors	174	164	94.3	129	74.1
Nurses	220	204	92.7	145	65.9
Nurses Aides	81	78	96.3	50	61.7
Other Professional Personnel	264	227	86.0	88	33.3
Other Non-Professional Personnel	222	87	39.2	46	20.7

EFFECTIVENESS OF READING AND MATHEMATICS PROGRAMS

A stratified random sample was used by the Texas Education Agency for purposes of reporting information on the effectiveness of Title I funded reading and mathematics programs. Table 7 provides statistical data about the representativeness of the sample districts in relation to the total population.

Tables 8 and 9 and Figures C and D are efforts to present an indication of the effectiveness of Title I funded reading and mathematics programs.

It should be noted that the time between pretest and posttest was less than one year for many districts. This must be kept in mind when studying these results since a program with a mean rate of gain of 1.0 grade equivalent per year would not necessarily show a mean gain of 1.0 grade equivalent for the 1974-75 school year.

The mean gain was .69 months per month of instruction for reading and .63 for mathematics.

It is felt that the data presented here for first grade students may not be generalizable to a statewide level. Many districts test first graders only once during the school year and no results were available from these districts for inclusion in this computation. Also, one large district did provide both pretest and posttest results for a majority of its first graders, and these account for about half of all first graders tested in the sample. Thus, the first grade results presented here are heavily weighted in favor of one district.

TABLE 7

STATISTICAL DATA REGARDING SAMPLE OF TITLE I DISTRICTS

Stratification of Districts by Average Daily Attendance (ADA)	Number of Districts in Sample	Percent of Total Districts by Stratum	Number of Participants in Sample District Programs	Percent of Total Participants by Stratum	Expenditures of Sample Districts	Percent of Total Expenditures by Stratum
35,000 and over	9	100	86,231	100	$20,524,900	100
9,000 - 34,999	22	51.2	36,793	59.1	6,501,436	54.9
3,000 - 8,999	22	25.9	16,566	32.5	2,912,599	29.0
300 - 2,999	57	10.1	11,120	11.0	2,258,440	10.7
Less than 300	32	10.1	1,408	10.6	330,387	12.1

TABLE 8

READING ACHIEVEMENT DATA
(Sample of Districts)

GRADE LEVEL	NUMBER IN PROGRAM	NUMBER OF PUPILS TESTED	PERCENT OF PUPILS SHOWING GAINS/LOSSES OF MONTHS PER MONTH OF INSTRUCTION			
			0.0 or less	.1 - .5	.6 - .9	1.0 or more
1	10,391	3,313	9.3	11.7	15.9	63.1
2	12,840	8,266	18.5	13.8	16.6	51.2
3	13,595	9,326	20.8	14.7	16.2	48.3
4	14,225	9,762	26.4	13.7	14.0	45.9
5	13,823	10,043	26.9	12.3	12.2	48.7
6	12,151	8,299	25.4	11.5	11.2	51.8
7	4,275	3,123	25.1	10.1	8.5	56.4
8	2,595	1,929	22.9	14.5	10.3	52.3
9	739	360	22.3	11.9	14.4	51.4
10	753	222	28.5	9.2	12.4	49.9
11	291	146	22.6	12.6	13.6	51.3
12	89	60	33.8	7.4	16.2	42.6
TOTAL	85,767	54,849	23.3	12.9	13.6	50.2

TABLE 9

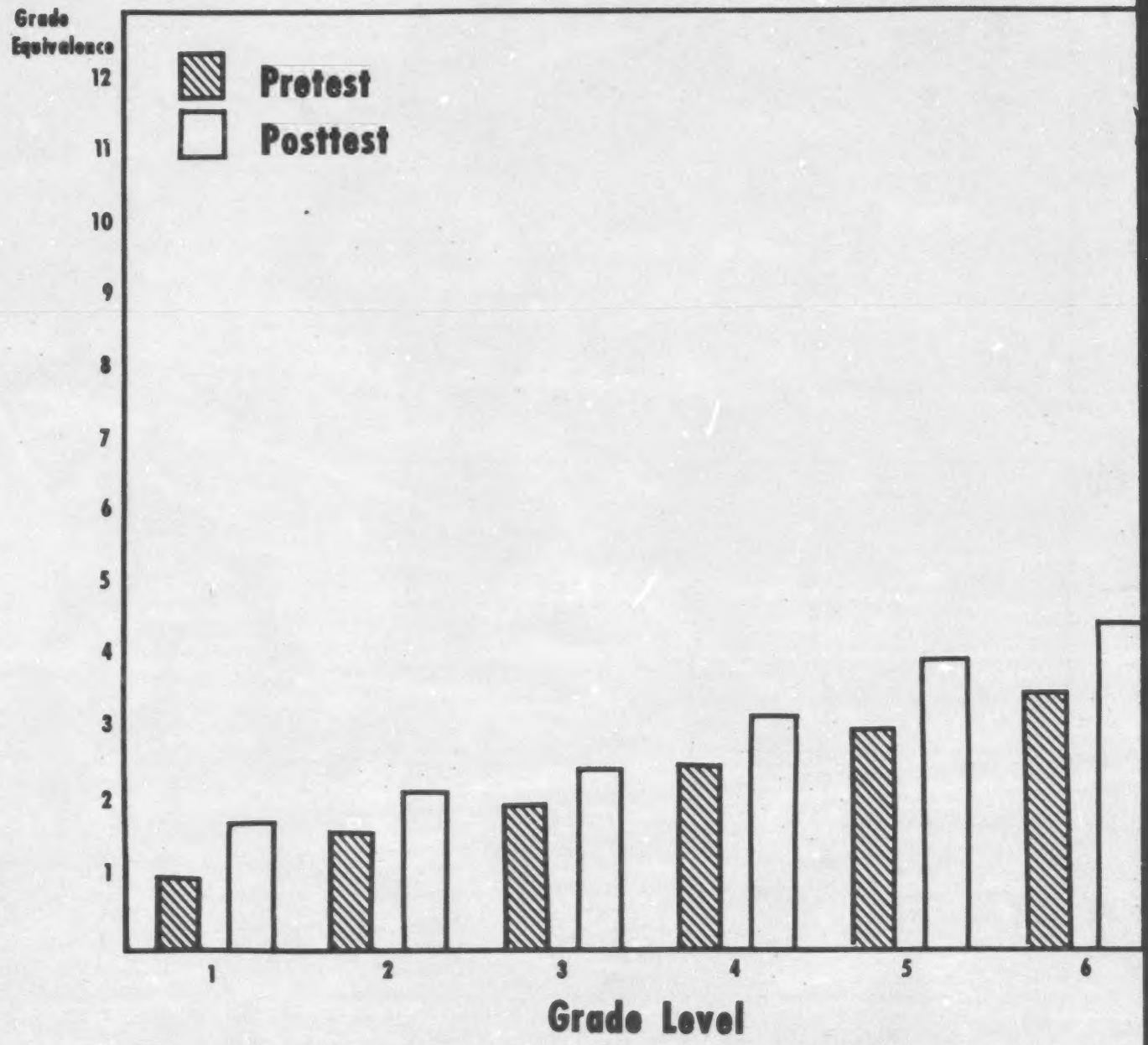
MATHEMATICS ACHIEVEMENT DATA
(Sample of Districts)

GRADE LEVEL	NUMBER IN PROGRAM	NUMBER OF PUPILS TESTED	PERCENT OF PUPILS SHOWING GAINS/LOSSES OF MONTHS PER MONTH OF INSTRUCTION			
			0.0 or less	.1 - .5	.6 - .9	1.0 or more
1	4,641	740	14.7	24.2	21.1	40.0
2	4,595	3,140	14.0	17.6	17.4	51.0
3	5,734	3,467	24.4	16.3	14.9	44.5
4	4,032	2,364	17.7	13.0	12.8	56.5
5	4,624	2,310	18.8	10.5	9.2	61.5
6	3,158	1,743	22.4	9.9	8.8	58.8
7	1,505	773	27.3	10.6	9.9	52.2
8	1,011	611	36.7	9.6	11.6	42.1
9	181	93	45.2	11.9	7.9	34.9
10	325	144	50.9	5.0	6.3	37.7
11	84	41	43.5	6.5	4.3	45.7
12	31	23	65.2	4.3	4.3	26.1
TOTAL	29,921	15,449	21.0	13.8	13.1	52.1

FIGURE C

READING ACHIEVEMENT DATA-

(SAMPLE OF



MEAN PRETEST AND POSTTEST SCORES

DISTRICTS)

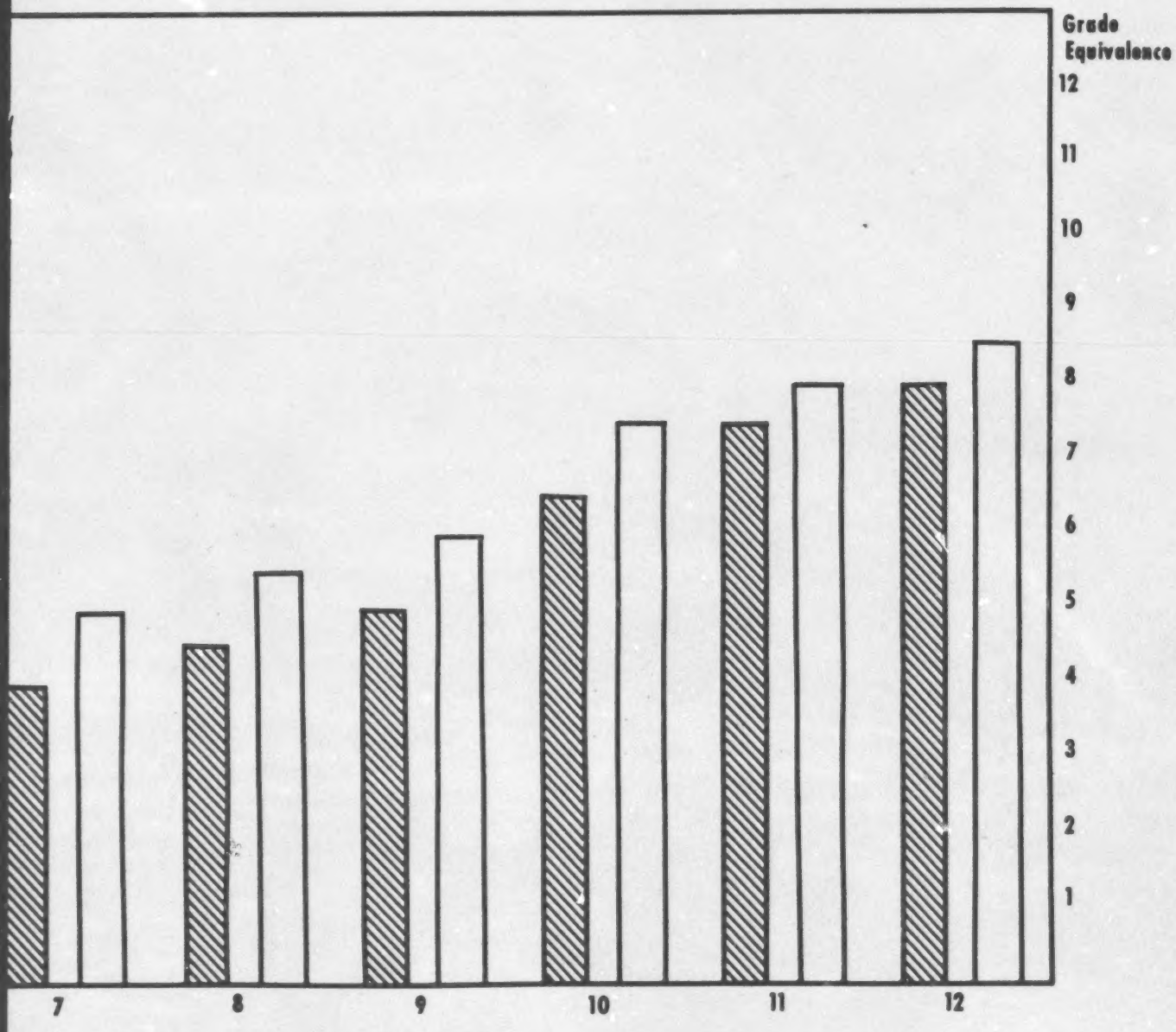


FIGURE D

MATHEMATICS ACHIEVEMENT DATA-
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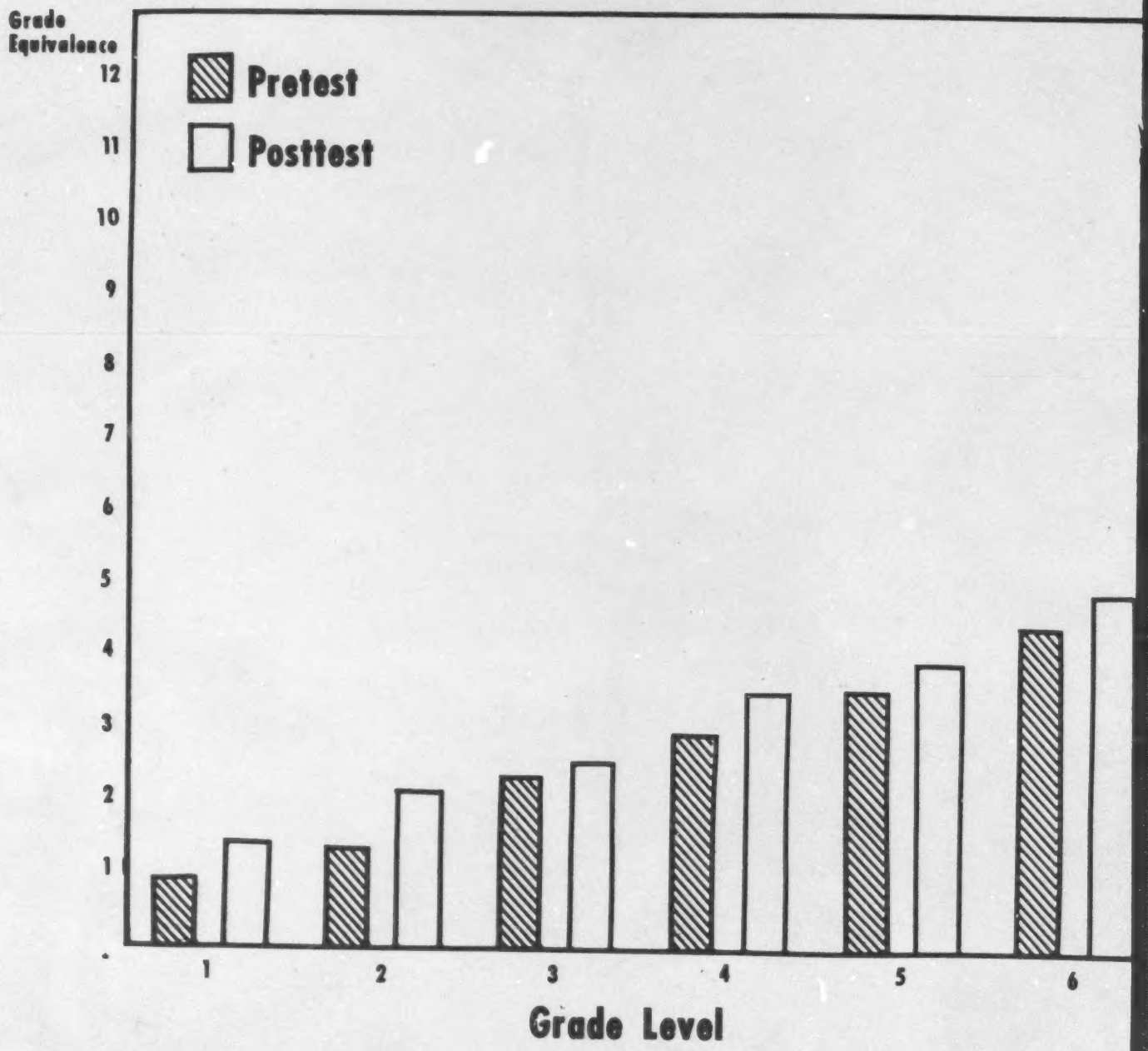
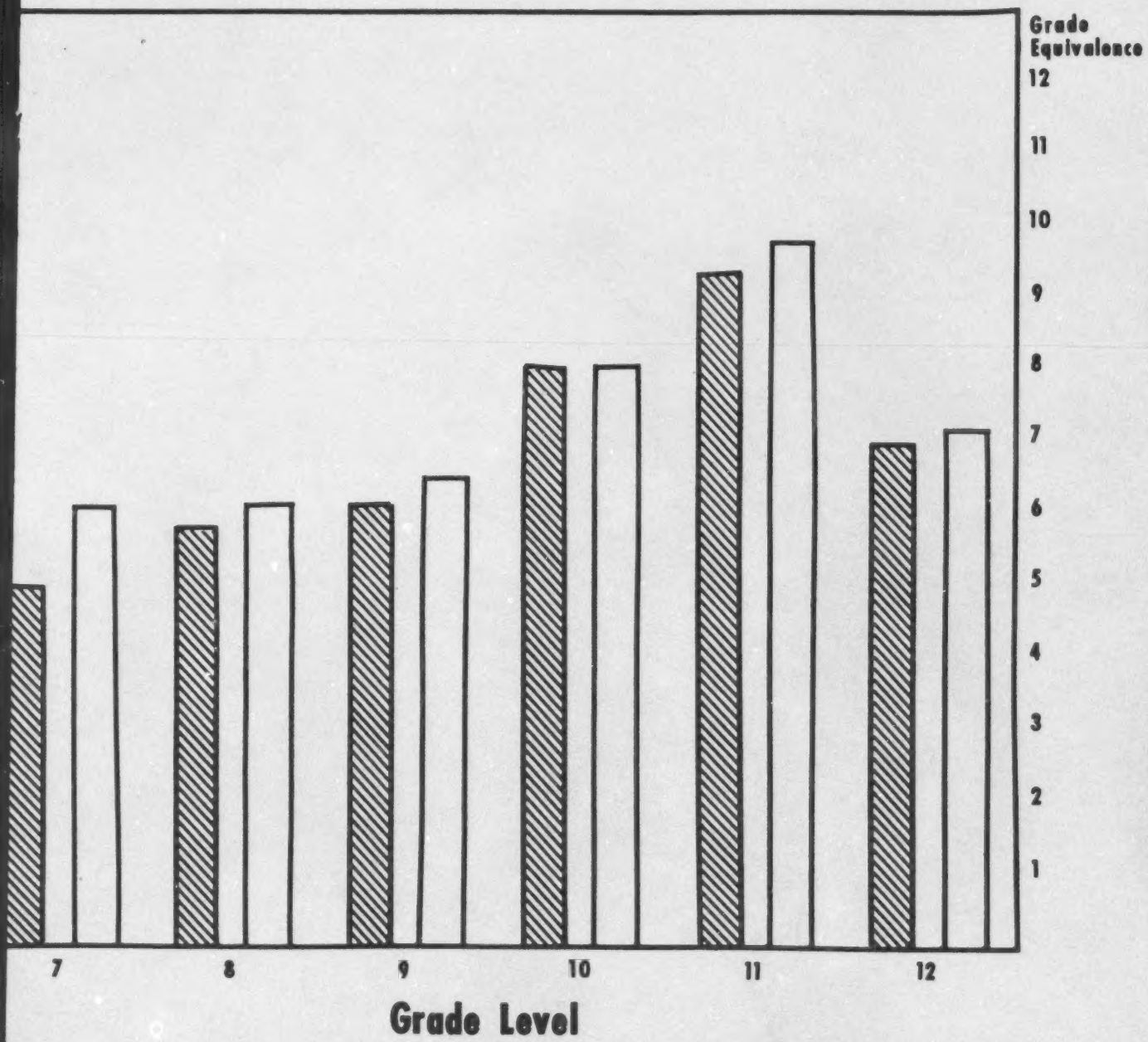


MEAN PRETEST AND POSTEST SCORES
DISTRICTS)



NONPUBLIC SCHOOL PROGRAMS FUNDED THROUGH TITLE I

During the 1974-75 school year, 105 nonpublic schools provided Title I programs to educationally disadvantaged students. Serving as fiscal agents for the nonpublic schools were 56 local education agencies or public school districts.

Ninety-nine percent of the 4,233 pupils participating in Title I programs in nonpublic schools were involved in instructional activities. The nonpublic schools concentrated on reading programs with 88 percent of the participants receiving reading instruction. In addition, 15 percent of the students were in mathematics programs, 3 percent in English language arts, and 4 percent in communication programs.

Forty-seven percent of these children received at least one pupil service provided by Title I funds. Fourteen percent received guidance and counseling while 6 percent received health services.

Eighty-six percent of the Title I students were in grades prekindergarten through six. Of the nonpublic school participants, approximately 63 percent were Spanish-surnamed, 15 percent were Black and all other ethnicities accounted for 22 percent.

These instructional programs and pupil services were provided by 160 persons whose salaries came, either in whole or in part, from Title I funds. Of these, 54 percent were teachers and 34 percent were teacher aides. The total cost of providing programs to pupils in nonpublic schools through Title I funding was $938,953. Table 10 shows the areas of instruction and the services received by pupils in the nonpublic schools. Table 11 depicts the personnel in nonpublic schools salaried in whole or in part by ESEA, Title I. Table 12 indicates how Title I funds were utilized in nonpublic schools.

TABLE 10

PARTICIPATION OF PUPILS IN NONPUBLIC SCHOOLS
IN TITLE I FUNDED ACTIVITIES

Activities	Number of Pupils Participating	Percent of Total Nonpublic Participants
Reading	3,715	88
Mathematics	640	15
Language Arts	118	3
All Basic Subject Matter Areas	213	5
Communication	160	4
Science	68	2
Instructional Support	213	5
Health	262	6
Guidance and Counseling	579	14

TABLE 11

PERSONNEL IN NONPUBLIC SCHOOLS SALARIED IN WHOLE OR IN PART BY ESEA, TITLE I

Personnel Position	Number of Personnel	Percent of Total Personnel
Teachers-Elementary	80	50.0
Teachers-Secondary	3	1.9
Teachers-Multilevel	4	2.5
Guidance Counselors-Elementary	4	2.5
Guidance Counselors-Multilevel	2	1.3
Nurses	3	1.9
Librarians	1	0.6
Social Services Personnel	1	0.6
Other Professional Personnel	2	1.3
Teacher Aides	55	34.3
Nurses Aides	1	0.6
Library Aides	3	1.9
Other Nonprofessional Personnel	1	0.6
TOTAL	160	100.0

TABLE 12

EXPENDITURE OF TITLE I FUNDS IN NONPUBLIC SCHOOLS

Area of Expenditure	Title I Funds Expended	Percent of Total Title I Dollars Expended in Nonpublic Schools
Instructional Administration	17,573	1.87
Instructional Personnel	812,140	86.49
Pupil Services Personnel	25,874	2.76
Instructional and Pupil Services Materials and Supplies	46,638	4.97
Staff Development	2,136	0.23
Community Services	20,086	2.14
Other Operating Expenses	5,676	0.61
Capital Outlay-Equipment	7,158	0.76
General Administration	225	0.02
Indirect Cost	1,447	0.15
TOTAL EXPENDED BY NONPUBLIC SCHOOLS	938,953	100.00

SUMMER PROGRAMS

Programs funded through Title I were operated in 133 districts during the summer of 1975. A total of 57,092 children participated in activities which ranged from one to two months in duration. Approximately 54 percent of these children were Spanish-surnamed, 34 percent Black and 12 percent were of other ethnicities.

The emphasis of the majority of the summer programs was upon improving and maintaining skills of elementary level children. However, several programs were directed toward the secondary students and provided basic courses needed by these students to either remain in school or graduate. Additionally, 5,001 prekindergarten and kindergarten children participated in summer activities.

The format for evaluating the summer programs was the same as that used for evaluating the regular term programs. In most instances, the districts indicated that the objectives established for the programs had been "moderately" to "completely" attained. Most districts recommended that the activities which had been conducted were worthy of funding during subsequent summers. The value of summer remediation and enrichment was felt to be critical to the success of these children in the subsequent Title I programs. In addition to instructional programs, 40,684 children received support services such as health services, counseling, transportation, social services, and food.

Table 13 provides information about the types of programs operated during the summer and the number of children involved in these activities.

Personnel employed through Title I in summer programs were as follows:

Teachers	3,157
Teacher Aides	2,512
Administrators and Supervisors	155
Librarians	69
Library Aides	53
Nurses	85
Nurses Aides	17
Guidance Counselors	16
Social Services Personnel	19
Other Professional Personnel	156
Other Nonprofessional Personnel	580

Approximately $133,000 was exepnded during the summer of 1975 in preparation for operating the 1975-76 regular term Title I program.

This expenditure was for such things as staff development for teaching and administrative personnel, planning, and curriculum development.

Table 14 is an overview of all Title I funds expended for summer programs according to areas of expenditure.

TABLE 13

PARTICIPATION IN SUMMER ACTIVITIES
FUNDED THROUGH TITLE I

Activity	Number of Pupils Participating	Cost of Providing Activity
Reading	17,142	$1,163,941
Mathematics	10,116	566,889
Language Arts	2,866	170,998
Communication Skills	649	69,024
Bilingual Education	600	6,221
Oral Language	2,825	241,730
Art	829	10,236
Music	102	1,305
Social Studies	1,298	20,870
Physical Education and Recreation	6,147	149,945
Special Education	80	14,803
Instructional Support Services	1,586	16,399
All Subject Areas	29,720	3,263,409
Health	4,591	45,146
Food	687	4,480
Guidance and Counseling	860	3,940
Attendance Services	475	2,032
Clothing	486	3,350
Noninstructional Support Services	2,241	63,182

TABLE 14

EXPENDITURE OF TITLE I FUNDS FOR
FOR SUMMER PROGRAMS

Area of Expenditure	Amount Expended	Percent of Total Expended For Summer Programs
Instructional Administration	$ 140,987	2.2%
Instructional Personnel	4,128,337	63.3
Pupil Services Personnel	251,168	3.9
Instructional and Pupil Services Materials, Equipment, and Supplies	654,184	10.0
Staff Development	133,369	2.0
Community Services	44,408	.7
Other Operating Expenses	244,721	3.4
Capital Outlay-Equipment	469,360	7.2
General Administration	16,174	.2
Plant Maintenance and Operation	394,557	6.0
Indirect Costs	68,879	1.1
TOTAL EXPENDED FOR SUMMER PROGRAMS	$6,526,144	100.0%

SUMMARY OF EXPENDITURE OF TITLE I FUNDS FOR SCHOOL YEAR 1974-75 AND SUMMER SCHOOL 1975

Table 25 provides an overview of the areas in which Title I funds were expended during the 1974-75 school year, including the 1975 summer programs. The funds reported in this table include 1974-75 funds, 1972-73 and 1973-74 impounded funds which were carried over to 1974-75, and Part C funds.

TABLE 15

SUMMARY OF TITLE I FUNDS EXPENDED DURING 1974-75

Area of Expenditures	Amount Expended	Percent of Total
Regular Term Programs		
Instructional Administration	$4,109,137	4.2
Instructional Personnel	47,505,871	64.4
Pupil Services Personnel	5,827,658	7.9
Instructional and Pupil Services-Materials, Equipment, and Supplies	4,531,402	6.1
Staff Development	639,175	.9
Community Services	826,724	1.1
Other Operating Expenses	899,630	1.2
Capital Outlay-Equipment	548,463	.7
Capital Outlay-Construction	241,617	.3
General Administration	882,423	1.2
Plant Maintenance and Operation	479,364	.7
Indirect Costs	855,165	1.2
TOTAL Regular Term Programs	66,346,629	89.9
Summer Term Programs	6,526,144	8.8
Nonpublic School Programs	938,953	1.3
TOTAL	73,811,726	100.0

LOCAL DISTRICT SELF-EVALUATION

The annual evaluation report submitted by each school district operating a Title I funded program required each district to evaluate separately, each of the components of the program funded in the 1974-75 Consolidated Application for State and Federal Assistance. This self-evaluation was to provide information for determining the needs of children and the programs to meet these needs, and serve as the basis for requesting funding for the 1975-76 school year.

In the application for funding, the local district established objectives for each component of the Title I program. The evaluative data collected from each district consisted of a rating of the extent to which the objective was achieved, including the rationale used in reaching this conclusion. Test data were to have been submitted for each instructional component; noninstructional support components were evaluated on the basis of subjective information or judgments made by those most closely involved with the component. An explanation was required of any ratings which were inconsistent with the results from the measurement instruments used, as well as the reason for a failure to test all children served in the special programs.

The self-evaluation process was advocated for the 1974-75 programs because of the manner in which districts state objectives for components and the variety and differences in components. The basis for judging effectiveness is determined by the locally established objectives. The following paragraphs are generalizations made after detailed study of reports submitted by districts in the stratified random sample.

The problem of writing meaningful and measurable objectives still appears to be evident in many districts, as well as planning the components of the Title I program to fully utilize the resources available to the district.

Objectives were stated in many ways. Some districts expressed anticipated achievement as gains per month of instruction to be measured by a standardized achievement test. Other districts stated objectives which indicated expected performance based upon mastery of identified skills, as measured by criterion-referenced or objective based tests. Other districts indicate only that "improvement will be shown." The criteria for attainment of these objectives varied, depending upon the level of disadvantagement of the children being served. The percent of children expected to attain the objectives also varied from district to district.

Objectives were most often stated in terms of gains per month of instruction as measured by a standardized achievement test. The criteria for attainment of the objectives in approximately two-thirds of the districts was one month gain per month of instruction. However the percent of pupils expected to exhibit this gain differed greatly. There were indications in the evaluation reports that this method of evaluating program success was not widely accepted by the teaching personnel because of their belief that these instruments do not measure the skills gained from a particular program. Some teachers contended that the use of criterion-referenced tests allows them to show direct evidences of achievement. In many districts using criterion-referenced tests for evaluation, however, administrators felt that these tests were difficult to analyze for groups of children and difficult to use in determining the long-term success of programs. In reviewing the evaluation reports from districts, it is apparent that a greater number of districts than in past years have realized the need for some type of objective testing to determine if changes in intellectual growth of children has occurred. Less reliability by the districts is placed upon subjective judgments than in the early years of specially funded programs.

The self-evaluation process caused many districts to acknowledge the inadequacy of the planning and evaluation processes used in past years. This was noted through the numerous contacts made by the Texas Education Agency personnel with local district staff. There have been many evidences of the planning by districts of appropriate steps to overcome deficiencies in the Title I program components. A great deal of time was spent with district personnel discussing the evaluation process and its outcomes in terms of future program development. Assistance was provided to those districts rating their programs as very effective, but unsubstantiated by test data. Cost data was also used in discussing program effectiveness with district personnel. School personnel were encouraged to utilize cost-effectiveness comparisons in examining overall program benefit. It was noted that staff development in the area of interpretation of test results would benefit program planners.

The following rating scale was used by the districts in rating each of the objectives for instructional, instructional support, and noninstructional support components:

0 - Negligible attainment
1 - Few evidences of attainment
2 - Moderate attainment
3 - High incidence of attainment
4 - Completely attained

A comparison of the Texas Education Agency analysis of the evaluation data and the local district rating was made. Because of the many

variables in the component design and objectives, the computation of an average rating would be meaningless. Instead, the Texas Education Agency staff examined the district rating along with test data and other information submitted to determine if the Texas Education Agency concurred with the district rating. In the case of ratings of objectives for instructional components, the Texas Education Agency staff concurred with the ratings of 67 percent of the districts in the sample. A review of the ratings for the noninstructional support components show a concurrence by the Texas Education Agency staff with approximately 90 percent of the districts which funded these types of components. It was difficult to disagree in many instances if a rating appeared high, because the criteria stated for attainment of the objective was either low or the percent of pupils expected to meet the criteria for attainment was low.

The ultimate purpose for the self-evaluation process was to cause districts to state in more conclusive terms the effects of the 1974-75 program components and from these conclusions, make recommendations about the continuation of these components in subsequent years.

In the case of instructional components, the Texas Education Agency staff concurred with the conclusions and recommendations of approximately 77 percent of the districts. In most instances it was evident that a need continued to exist in the same areas in which treatment had previously been provided. Not reflected in the above percentage, however, is some disagreement with the priority needs for future programs.

It was difficult to disagree with the conclusions and recommendations made by the districts regarding noninstructional support components because there was little objective data on which to conclude otherwise. It appeared that most districts felt the continuance of these types of services fulfilled the need which they purported to serve. District personnel appeared to show a hesitancy in not recommending these activities for continuance because their impact was difficult to measure.

The most difficult program components to evaluate by school districts were those stating process or enabling objectives. These types of objectives were most common for kindergarten, bilingual, oral language, and instructional support components. Changes in pupil performance were difficult to state for these components and the expertise of program planners was such that the statement of these objectives in terms of process were unmeasurable. Assistance appears to be needed in setting goals and objectives for these components and identifying instruments to measure the outcomes.

The analyses of the self-evaluations generated recommendations to those Texas Education Agency personnel responsible for program review and funding. Examples of these recommendations included but were not limited to the following:

Need for instruction in certain subject areas at particular grade levels.

Need for greater specificity in writing objectives and stating these in meaningful and measurable terms.

Better planning in development and coordination of program components within the Title I program and between other specially-funded programs.

Suggestions for revision of testing programs when inappropriate instruments were used for measurement or the time of test administration appeared inappropriate.

Recommendations for staff development.

Recommendation for deletion of duplicated programs or services.